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ABSTRACT

Eight units help elementary students consider the effect of television on their lives and how television programs depict conflict and real-life problems. Each unit contains a reading, check-up questions, and a number of suggested activities. Topics covered are: early programming, the reality of issues and situations covered in television programs, commercials, television program production, conflict and cooperation on television, program endings, television heroes, and activities to take the place of television watching. A television quiz, game, and award are included. (LP)

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THE MEDIA MIRROR:

A Study Guide on Christian Values and Television

Elementary

By
Roger Beaubien
Rev. Joseph Felker
Sister Donna Innes, C.S.A.

Illustrated by
Patricia Beaubien

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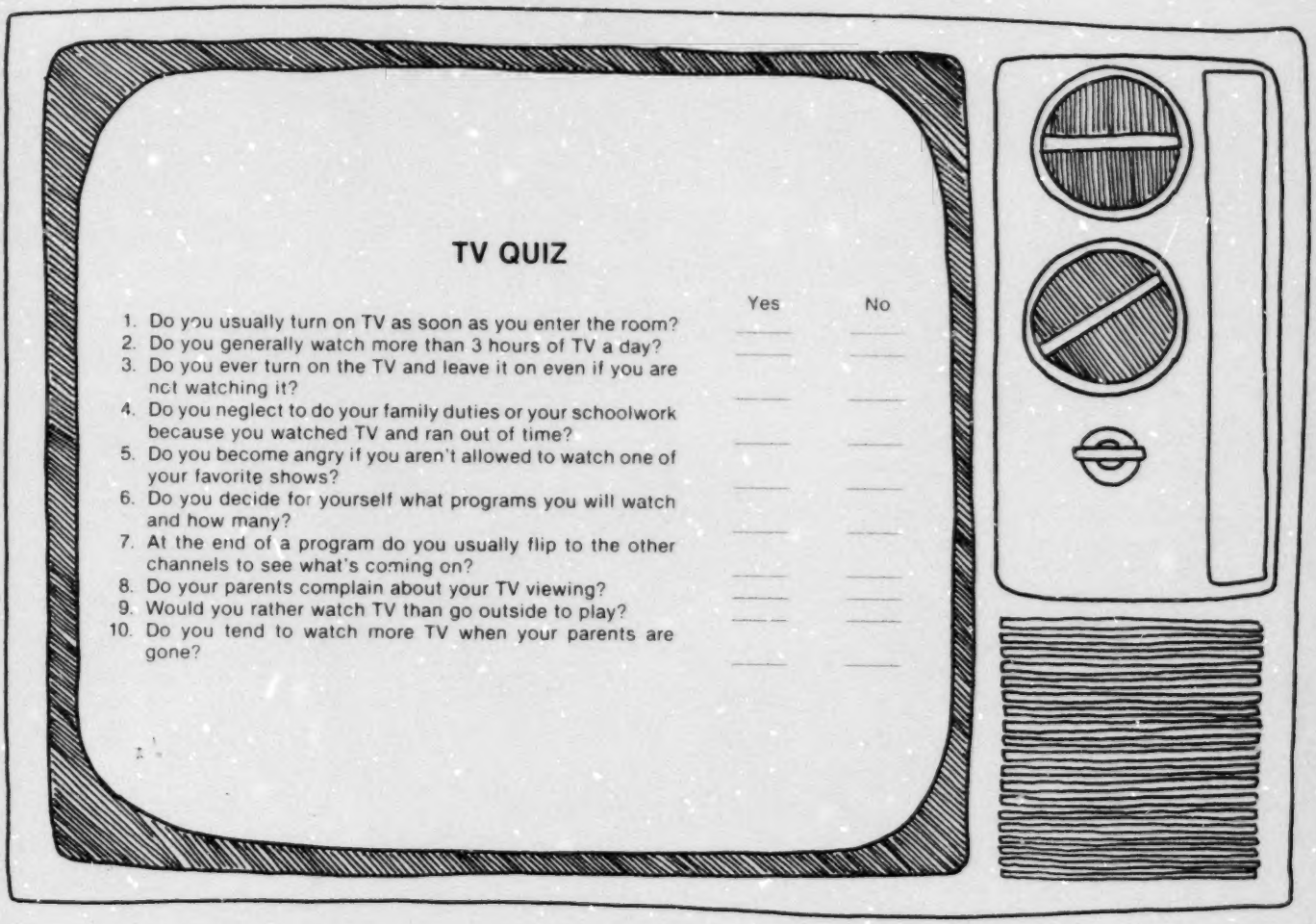


TV QUIZ

	Yes	No
1. Do you usually turn on TV as soon as you enter the room?	____	____
2. Do you generally watch more than 3 hours of TV a day?	____	____
3. Do you ever turn on the TV and leave it on even if you are not watching it?	____	____
4. Do you neglect to do your family duties or your schoolwork because you watched TV and ran out of time?	____	____
5. Do you become angry if you aren't allowed to watch one of your favorite shows?	____	____
6. Do you decide for yourself what programs you will watch and how many?	____	____
7. At the end of a program do you usually flip to the other channels to see what's coming on?	____	____
8. Do your parents complain about your TV viewing?	____	____
9. Would you rather watch TV than go outside to play?	____	____
10. Do you tend to watch more TV when your parents are gone?	____	____

Coding: Count up the number of yes answers; then check below to see which category fits you.

0—Please check to see if you have a TV in your house.
1-3—Hurray! You are controlling the TV.
4-6—Caution! TV viewing is becoming a habit.
7-9—Disaster! TV is controlling you.
10—Disaster! "Are you still alive or a rerun?"

1. HURRY, HURRY, TIME CAPSULE FOUND!

There is a late breaking news story at St. Mary's Elementary School. The school was destroyed by a tornado last week. A time capsule had a 1958 newspaper from the town of Hillsberg. The newspaper contained a story about television. In 1958 the whole town was wondering what would happen next on the "Adventures of Ozzie and Harriet." James Arness visited the town that fall. He was Marshall Dillon on "Gunsmoke." The mayor gave him the keys to the city. He also put the time capsule into the building cornerstone. Everyone came to hear him speak. Some children missed seeing the "Mickey Mouse Club" that night.

Many parents of the present fourth-graders remember when the time capsule was buried. They were reminded of the many shows that they enjoyed. For example,

they remembered "Sky King," "Rin-Tin-Tin," "Alfred Hitchcock Presents," "Leave It to Beaver," and many others. These shows entertained them during their free time.

Today a reporter talked with some of the parents gathered at the school. The reporter, Mary Tank, said, "Hi, may I ask why you are here?" "I came to see the time capsule," one lady said. "The newspaper is interesting. It reminded me of my childhood years." Another man said, "Seeing this 1958 newspaper reminded me of the many changes that have come to television." Mr. and Mrs. Blake said, "Seeing the paper reminded us of the shows we enjoyed as kids."

The old newspaper had several ads for black and white TVs, reminding the parents of their own first sets.

FROM OUT OF TV'S PAST

1927—The first public demonstration of television.

1941—Commercial TV broadcasting began in New York.

1947—"Kraft Theatre," "Howdy Doody" and "Meet the Press" were introduced.

1949—600,000 homes had black and white TV.

1951—Color TV was introduced for the first time.

1955—"The $64,000 Question" and "The Mickey Mouse Club" were new popular shows.

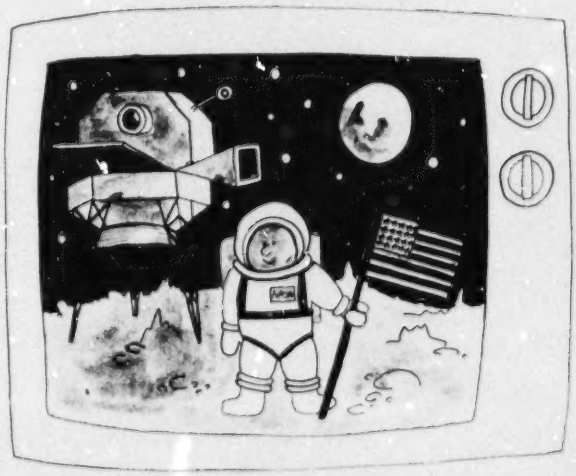
1960—There were 44,500,000 TV homes in the U.S.A.

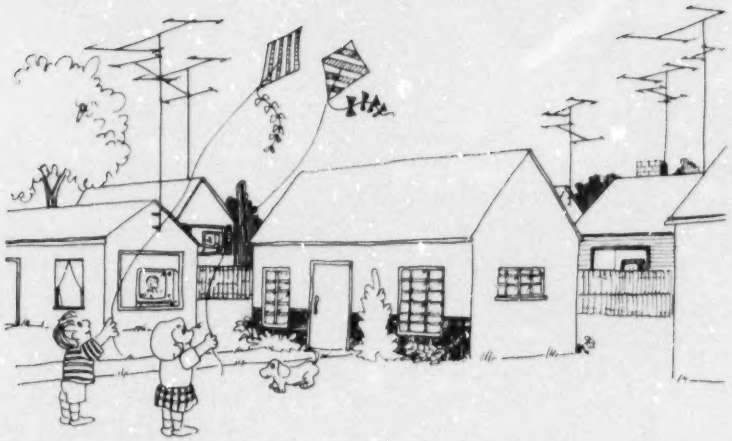
1969—TV went to the moon with Apollo 11.

1974—"Happy Days" were here at last.

1978—PBS began transmitting via Westar I Satellite directly to 270 local stations.

1983—74 million homes were equipped with color TV. That is 89% of all TV homes.





THE VIEW FROM OUTER SPACE

There are 725 commercial TV stations in the U.S.A. Each of the major networks (ABC, CBS and NBC) has about 200 member local stations which spread the programs from their network throughout the country; 93 commercial stations are independent; 270 stations belong to the non-commercial Public Broadcasting System (PBS).

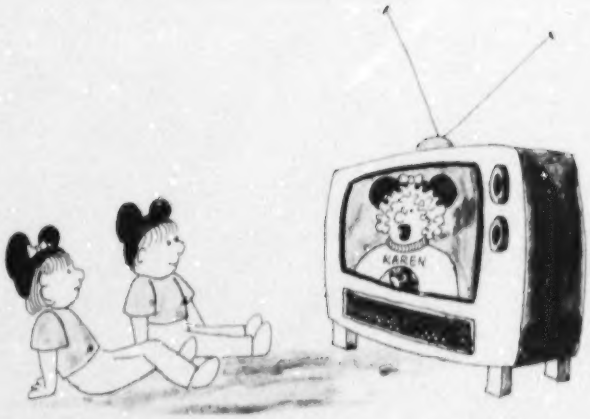
- One out of every four homes in this country receives cable television channels. Cable TV sends signals through wires. Broadcast TV sends signals through the air.
- 83.3 million (98%) of the homes in this country have at least one TV set. That's more than have indoor bathrooms.
- Children aged 6-11 watch TV an average of 24 hours and 28 minutes per week. That's more than they spend doing anything except sleeping.
- In the average American home TV is turned on 6 hours and 44 minutes every day.

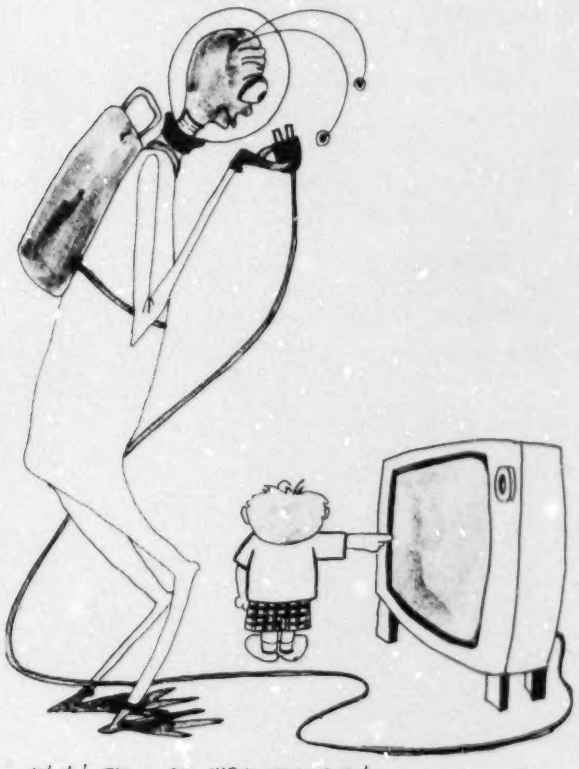
Questions

1. How many TV sets do you have at home? Does your family subscribe to cable TV service?
2. What is your favorite TV program? What do you like about it? What don't you like about it?
3. What is the average amount of time you spend watching TV each day? For the week? How does this compare to the average amount of time you spend in school, sleep, play, church, meals, etc.? What are the averages for the class? How do you compare with your class? Where do your TV shows originate (come from)? Do any of them come from other countries? Have you learned from TV about people in other lands? How does TV help you feel closer to these people?

Activities

1. Did your parents grow up in the early days of television? Ask your parents what television was like when they were growing up. What were their favorite shows? Did they always have a TV set? Talk to friends or relatives who didn't have a TV when they were young. What did they do after school or at home at night?





2. Act out each of the following:
   A. A typical scene at home with members of the family watching television.
   B. A home where the television just broke down.
   C. A home where television is watched only for special shows.
3. Imagine that a "creature" from outer space who knew nothing about TV landed at your house and saw your TV set. It demands to know what television is. What do you tell it? List some of your ideas. Using your ideas, write a story describing how you helped this creature to understand about television.
4. Make a TV log book using the sample below. Record all TV shows you watch during one week. Show the name, length of the show and your rating of the show.

DAY 1

PROGRAM	LENGTH OF TIME 1/2	1	2	EXCELLENT	GOOD	FAIR	POOR

2. IS IT THE REAL THING?

Mrs. Conway was teaching her class about television stories and shows. She had her class write reports about their favorite kind of stories.

Ruben reported on *fantasy* stories. They are fun to watch but he said they could not really happen. He said "Tom and Jerry," "Smurfs," "Wonder Woman," "Fantasy Island," and "The Muppets" were examples of *fantasy*.

Beth talked about *fiction* stories. She said fiction was a story that could happen, but it is mostly make-believe. Beth thought "M*A*S*H," "Little House on the Prarie," and "Happy Days" would be *fiction* stories.

Jolene likes the *factual* shows. She likes shows that teach facts about different people and places in the world. News, National Geographic, Jacques Cousteau, and "That's Incredible" are some of her favorite shows. Pedro said he also likes these educational shows because he learns about new people and places.

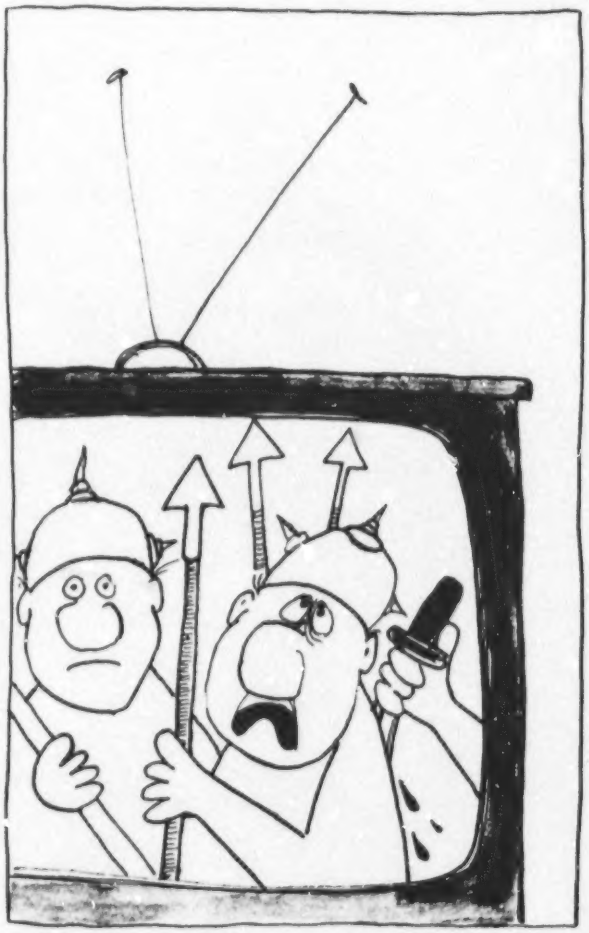
Mrs. Conway was very happy that the class knew so many different kinds of shows. She asked the other children if there were shows they liked. Mike said he liked scary shows. Mrs. Conway thought these kinds of scary shows could be fiction or fantasy. She asked Mike the difference. "Fiction could happen," he said.

Sue spoke up and said, "Fantasy could not happen. It's only imaginary." The class began to see that each kind of show has its place. Each type can tell us something important about ourselves and our world.

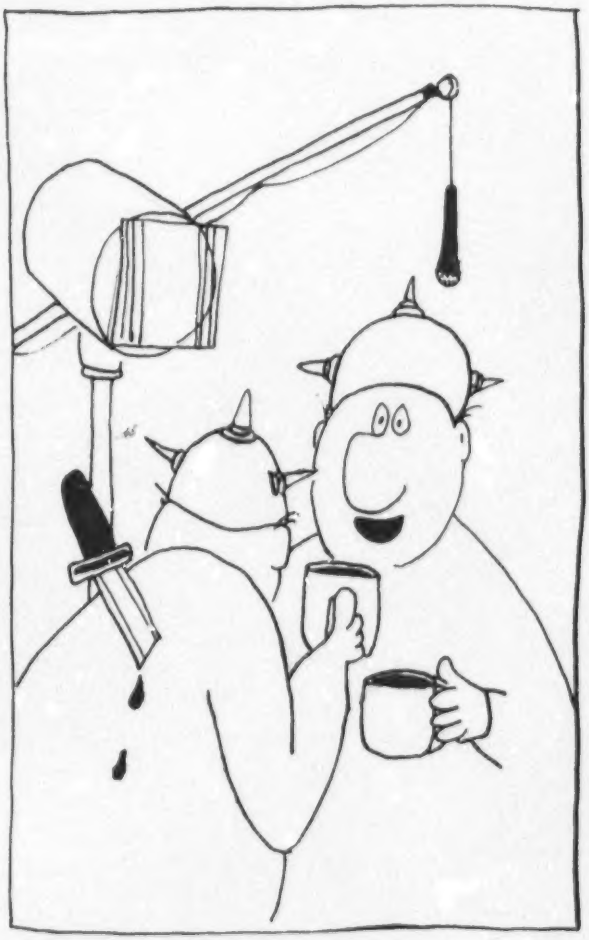
DAD! I FINALLY MADE THE BOYS' TEAM. WHEN THE COACH WASN'T LOOKING I "SNUCK" UP TO THE PLATE AND HIT A HOMERUN. IT WON THE GAME AND I AM THE HERO!

SUSIE IS AN EXCELLENT BASEBALL PLAYER. SHE WANTS TO PLAY BALL BUT THERE IS NO GIRLS' TEAM.

HOW COULD SUSIE SOLVE THIS PROBLEM IN REAL LIFE?



"AHCH-H-H..."



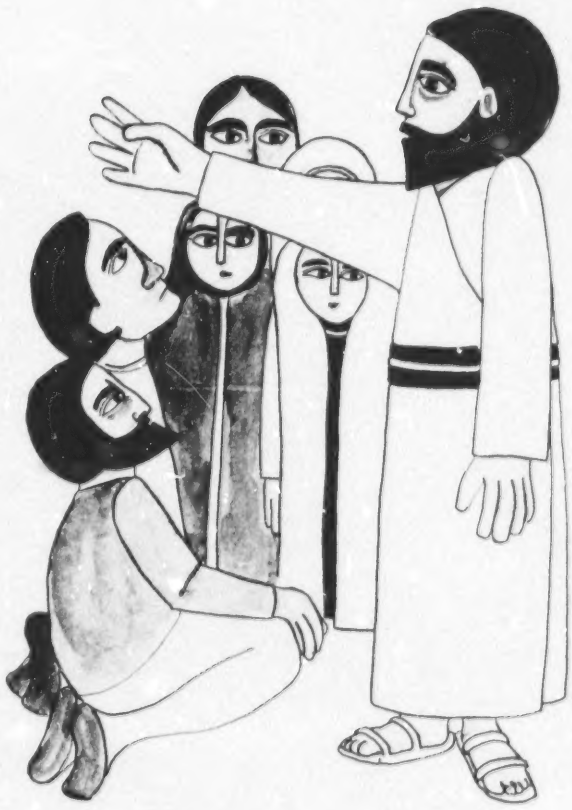
"YOU WERE GREAT IN THAT LAST SCENE!"

Questions

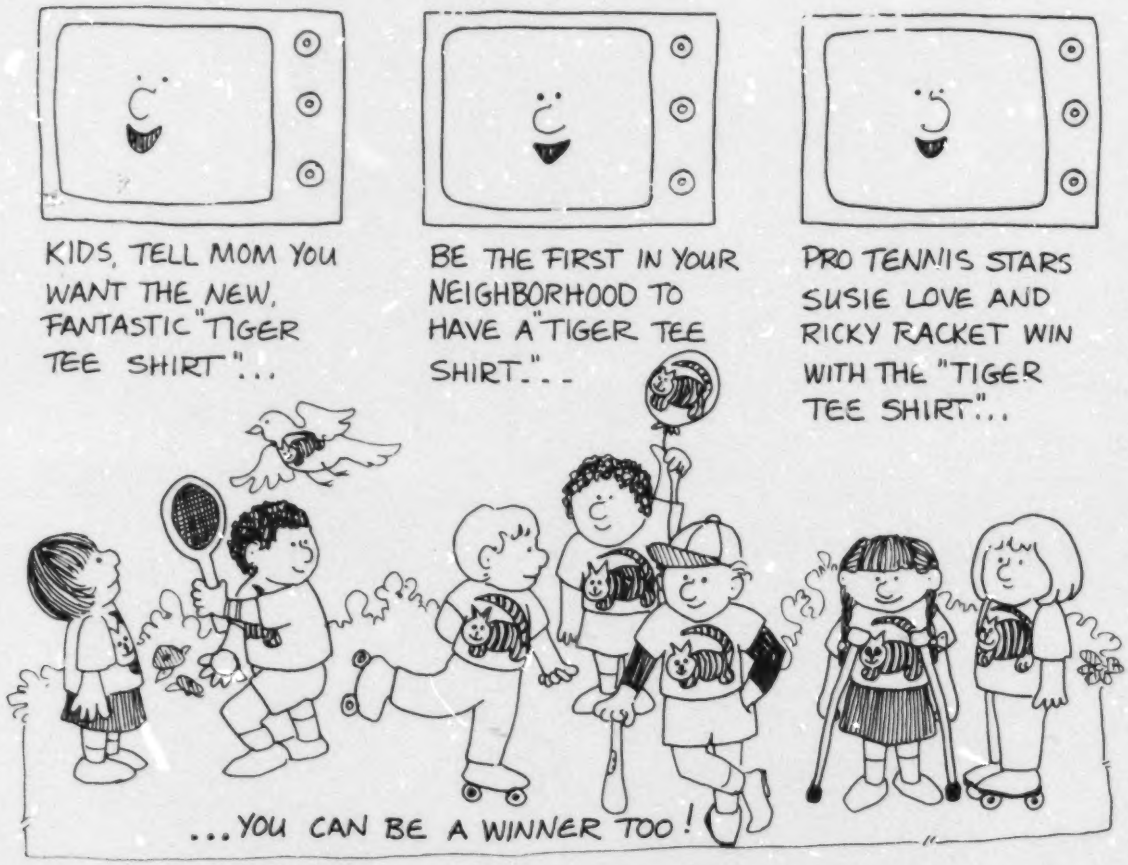
1. What is the difference between fact and fiction? Fact and fantasy? Fiction and fantasy?
2. What kind of story is your favorite TV show? Why?
3. Tall tales exaggerate. How do some TV shows seem like tall tales?
4. Some shows are animated (cartoons) and some have live actors. Can both kinds of programs show real life situations? (Explain why or why not.)
5. Television leads us to believe in what we see. If we see it on TV we tend to think it is real. But as we have seen, there are different kinds of reality and each kind has a different meaning in our life. In his life and teaching Jesus called us to believe in things we could not see. Can you name some of these? Are they real? What meaning do they have for your life?

Activities

1. Divide into teams of 3-4 students. Have your teacher time you. In three minutes list as many TV programs as you can. Now name your favorite characters and their career. List the ways each is true to life or not true to life.
2. Every story and every TV show has a message. List five favorite shows and talk to your parents or family to decide what the message of each show is.
3. Divide the class into groups of 6-8 students. Pick one of Jesus' parables and put it into a current situation that could happen in your school or family. Put on a skit for the other kids in the class. Have the other kids guess the story and the main message.
4. Go back to the TV log you kept in lesson one. Write next to each program the type you think it is: fantasy, fiction or factual. Compare your list with the rest of your class. Discover the differences and share the reasons for your choices.



3. THIS SHOW IS BROUGHT TO YOU BY...


KIDS, TELL MOM YOU WANT THE NEW, FANTASTIC "TIGER TEE SHIRT"...
BE THE FIRST IN YOUR NEIGHBORHOOD TO HAVE A "TIGER TEE SHIRT"...
PRO TENNIS STARS SUSIE LOVE AND RICKY RACKET WIN WITH THE "TIGER TEE SHIRT"...
...YOU CAN BE A WINNER TOO!

The twins visited their dad's office to watch him work. Bill and Jill's dad works for a company that makes ads for television. He writes ads for Dairy Dreams, a gum company and several others. He tells the twins that it is important to know about the people who see ads. He knows kids like ice cream, hamburgers, and hot dogs. His ads show happy people eating. They eat ice cream sundaes, big hamburgers, and juicy hot dogs. In the ads they use music that people will like and remember.

"But, dad," Jill said, "we would eat it without the ads."

"That may be right, but sometimes we make you want to buy something," said her dad.

Bill asked for an example.

"Well," dad said, "We have this new spinach-flavored bubble gum."

"Ugh!" said Bill and Jill.

But dad said, "We will tell parents it is good for their kids. We will make the kids think that they cannot have fun without it. We will show happy kids. We will create funny stories. We will use music that kids like. We will tell you that everyone loves spinach-flavored bubble gum. The sights and sounds will sell our gum."

"Come here," said dad, "see and hear the gum ad." Bill and Jill enjoyed the ad and laughed at it.

"Yes," said Bill, "we would like that gum."

"It looks like fun," said Jill.

"See," dad said, "we sold you the gum by sight and sound and funny stories."

Questions

1. Discuss the kinds of products that you wear or eat that are advertised on TV. How many in your class have monograms on their shirts, designer jeans, etc.? How do you feel influenced by commercials in what you buy or in what you do for entertainment?
2. Discuss how much money you think a commercial would cost to make? To show on TV? How many bicycles, stereos, cars, or homes would this buy?
3. Do commercials trick us? Are some commercials misleading or dishonest? Which ones? How do they deceive you? Are there any products you would not buy because of their commercials?
4. How do we learn from advertising? What do commercials teach us? What are some of the good things about commercials?

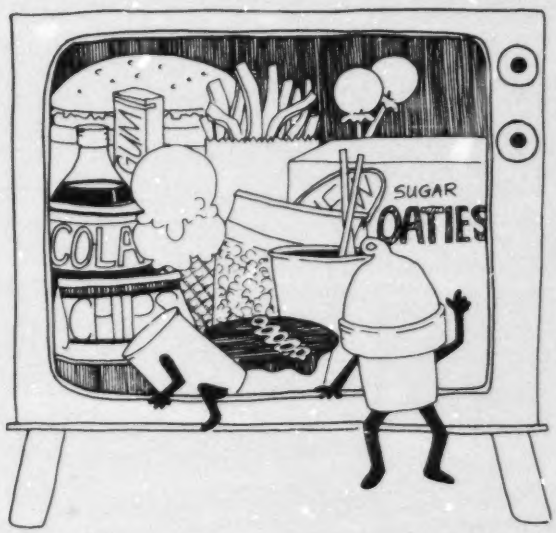
Last year it cost every family $718 for its share of the $61 billion ($61,000,000,000) total national advertising bill. How many hamburgers and soft drinks could you buy with $718? How many hungry people would this feed?

"DON'T HIT HIM! HE IS SORRY THAT HE BROKE YOUR PLANE."

"I'M SORRY MIKE. I HOPE THAT I CAN STILL BE YOUR FRIEND!"

Activities

1. Commercials are designed to draw your attention to the product being advertised. Some jingles or songs used in commercials are easy to remember. Share three of your favorite commercials. Try to decide what makes these commercials so special. If the commercial is good, you will want to buy the product. Have these commercials been effective with you? Why did they influence you? Why not?
2. In teams of 3-5 act out an honest commercial for one product that is in your classroom.
3. Create a menu of food items advertised on television. Now decide whether or not such a meal is nutritious. Why or why not?
4. There are other short messages on TV that are called public service announcements. Can you list several you have seen? How do these help people?
5. You have been hired to help proclaim the good news. Your first assignment is to teach one of the Beatitudes (see Matthew 5:3-10). Pick a Beatitude and make a 30 second public service announcement about it.



4. IT'S A CREDIT TO EVERYONE

TV is a big business. Many people work in this business to make a living. Most of them work behind the scenes and we never see them.

For example, there is the producer who organizes and manages the entire show. His or her role is similar to that of the principal in your school. There is the writer who creates the story and makes it into a script like the author of one of the books in your library. Then there is the director who brings the script to life by telling the actresses, actors and crew members what to do. This role is like that of a teacher in a classroom.

There are many other people important to the production, both behind the scenes and in front of the camera. All these people work together for many long, hard days to make a television program.

They create a program scene by scene, planning and rehearsing each scene until they have it just right. Then the scenes are filmed and edited together in a finished product ready for televising.

Most programs, especially sitcoms, dramas, documentaries and movies made for TV, are completed several months before they are shown.

All of these programs require a great amount of planning, coordination and the cooperation of large numbers of people, each with a special and important role to play.

This is part of the fourth-grade TV show that Mr. Cortez and his class organized. There is a lot of work that goes into a TV show.

Cast

Jerry	Director
Joy	Lighting & stage
Dave	Camera
John	Mr. Cortez
Sean	Senior citizen
Maria	Senior citizen
Tami	Senior citizen
Carlos	Senior citizen
Jenny	Teacher
Martin	Student
Melinda	Student
Chris	Student
Kim	Sound
Brigid	Helper
Chuckie	Records

Stage Directions

Scene I —Music is playing
Stage is set with teacher's desk
Students walk into class and sit down
Teacher and students plan picnic for senior citizens
TV camera moves in

Scene II—Students remove desks and bring in park bench and two paper trees for park
Background music
Students carry in food, equipment for games
TV camera moves in

Questions

1. You have just arrived in Hollywood. You need to find a job. In the newspaper you see that there are openings for a stunt person, a stage hand, a set designer, a sound engineer and make-up artist. Which job would you apply for? Why would you choose this one? What qualities do you have that make this job your choice?
2. TV programs don't just appear when you switch on your set. Many people spend long, hard hours planning and producing them. Can you think of times when the members of your family had to work together to accomplish something special or important? What roles did they play? Did it make a difference that each person did her or his part well?
3. St. Paul tells us that the Holy Spirit brings each of us special gifts. What are they and how does the gift one person has help another person? Here are some helpful scripture resources.
   A. 1 Corinthians 12:1-11
   B. 1 Corinthians 12:12-26
   C. 2 Corinthians 4:1-15

Activities

1. Select one area of TV production; producer, director, script writer, actor, actress, camera operator, make-up artist, stage hand, film editor, etc. Look up any information you can find in the dictionary, encyclopedia, library books, etc. and write a short report about this job.
2. As a class, assign positions to students and create your own production. Perhaps you could do this as a puppet play, as a dramatic show or as a comedy.
3. Study the credits at the end of a sitcom, news show, feature length movie. List as many titles and roles as you can. Are some more important than others? Why or why not?

Word Find

Below are listed 32 words that deal with television programs. They are listed vertically, horizontally, diagonally, and upside down, forwards and backwards. Find as many as you can.

actress
actor
audio
cable
camera
director
editing
episode
film
ideas
lights
make-up
microphone
network
people
pilot

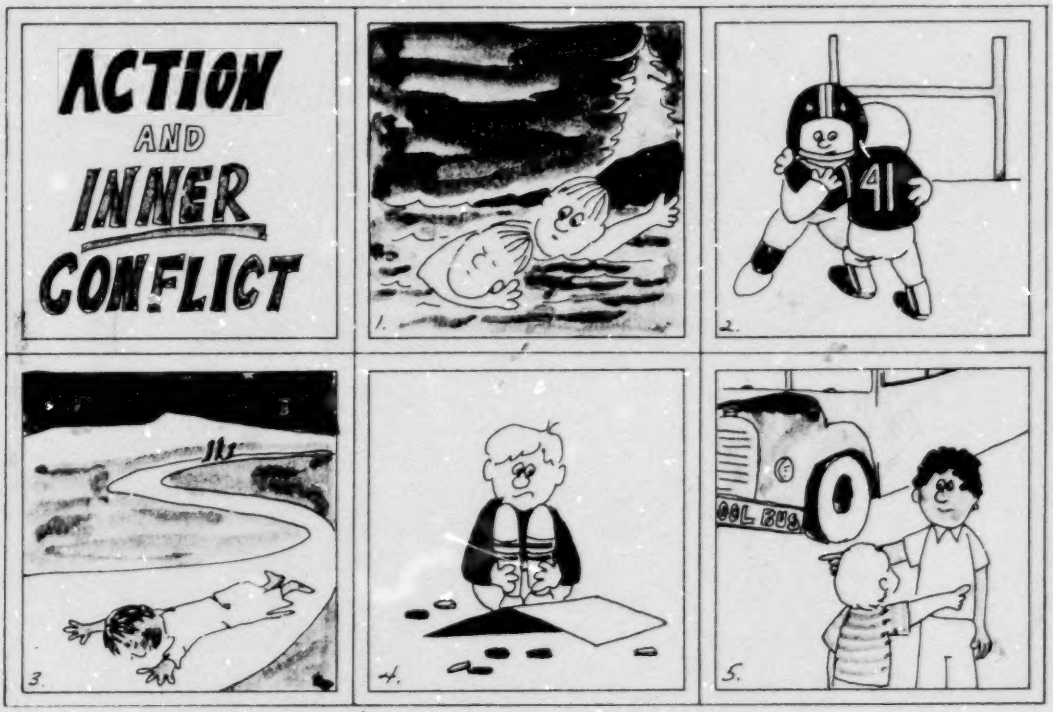
D T S A V O E D O R E P E G A T S G
R N P S I N M A K E U P G B C L E R
O E R D D K R O W T E N S M L E R L
C L U A E C S S E I D O H I N V I I
E A P E O P L E T R I I K C D S E G
R T I M E R R S T W T S K R L E S H
F I L M O P E O S P I I L O S P A T
C O O M E R A T D V N V C P S I C S
A C T O R A U T O U G E A H E S A C
B M T E A M W O R K C L M O R O N R
L D I R E C T O R H E E E N T D D I
E R E S O U R C E S V T R E C E R P
L E A C T E C H N I C I A N A P A T

producer
record
resources
script
series
set
skills
stage
talent
tape
teamwork
technician
television
time
video
writer

5. SETTLING OUR DIFFERENCES

There are various kinds of conflict we have in life. There is *action conflict*. On TV the car chases, the fights, the shooting and violence are some examples. There is also *inner conflict*. We try to decide what to do—to make a choice. Sometimes there are two things we like to do. It is hard to decide which one to pick. Sometimes our friends urge us to do something our parents would not want us to do. It is hard to decide which one to choose. Sometimes the conflict comes when we always have *to win* or have our way, which means others always have to lose. In sports or when playing a game, we sometimes forget it is only a game.

Here are five stories with conflicts. What is the type of conflict in each story? Is it action, interior, or caused by our need to always win?



1. The evening news told a story of a fisherman's boat that hit a chunk of ice and tipped over. The water was icy cold. A passing teenager jumped into the river and fought the ice and cold to save the men. He pulled the first man to safety. He almost drowned as he pulled the second man to the river bank.

2. They yelled and screamed. "Go, team, go!" The football players fought hard to break the tie. "Go, team, go! We want to win this game!" The players ran and pushed. They played hard to win.

3. There was a man going down from Jerusalem to Jericho who was stopped by some robbers. They stripped him, beat him, and then went off and left him half dead. (The Good Samaritan Story, Lk 10:25-37)

4. Brian came home in tears. "No one will play ball with me anymore." His dad said, "Let's play checkers." As Brian was about to lose, he hit the checkerboard and dumped all the checkers on the floor. "You don't play fair; this is a dumb game!," Brian said. His dad said, "You are just angry because you were not winning."

5. The fourth-graders rode the bus to go to the state capitol. They would tour this famous building. They might even see the governor. The teacher told them not to leave the group for any reason. "We don't want anyone lost," she said. "This is a big city; don't wander off."

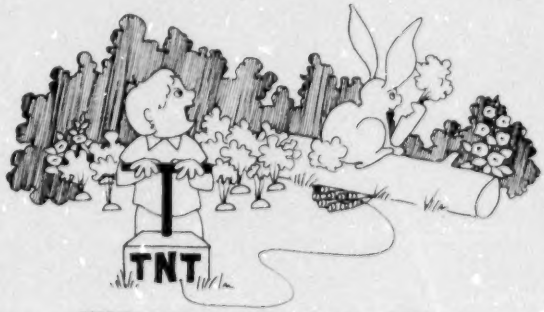
   Martin said to his friends, "I bet we could see and play some new video games down the street." Melinda said to her best friend, "Let's see if we can find a place that sells candy." Martin said, "Who wants to spend the day in some old building?" So they talked about going to see the video games and finding a place to buy candy.

How would you finish the last story? Should they leave the group? If they do, what happens if they get lost? Should they stay with the class? What might be interesting about that?

RIGHT FIELD IS A LITTLE FAR OUT FOR SOME ONE WHO CAN PITCH LIKE ME! MAYBE I'LL QUIT! IT'S HOT OUT HERE IN THIS STUPID OUT FIELD ANYWAY. . .

Questions

1. Identify the most popular show that the class watched last night. What was the conflict situation that kept the story interesting? Was it a car chase, a fight, people working to overcome a dangerous situation? In real life how long would it take to solve such a situation? How long did it take on TV?
2. What are your favorite TV cartoons? List several. Why do you like them? Does the main cartoon character always win, stand up to dangerous situations, talk back to people, act like a super person? Would you want to be like that person? Could you find a similar character in a gospel story? Who would it be?
3. When you see people being mean or hurting other people on TV, how do you feel? If you were in the show, what would you do to stop people from hurting each other?
4. In the story, Melinda and Martin had to make a decision. Can you name some decisions that you have had to make?
5. What are some decisions you had to make today? Were those decisions easy? Why or why not? How do you know if you have made the right decision?
6. How would you describe the emotions that are seen on your favorite TV show? Are they happy, sad, angry, silly, etc.? How do these emotions and feelings add to what is happening? Do you have the same feelings and emotions at times?
7. What is the difference between action and inner conflict? Give an example of each from your experiences in the lunchroom, classroom, playground, and at home. How do people suffer because of actions and inner conflict? Do you suffer because of these conflicts in your life? How do you solve them? What help do you have—parents, friends, prayer, the Sacrament of Reconciliation?



RABBITS THAT STEAL FROM MY GARDEN BETTER HAVE LIFE INSURANCE!

Activities

1. Create your own TV show with several friends. Make puppets and put on the show for the class. You need a problem to solve, good and bad characters, and some other people to tell the story.
2. Act out the Good Samaritan story. You need a couple of robbers, Jesus to tell the story, the person beaten up, three people to walk by on the road, the innkeeper and an animal to carry the hurt person. (Lk. 10:30-37)
3. Divide the class into several groups. Each group pick a different Bible story that contains conflict. Act it out for the class. Pay special attention to the main character, to what happens to that person, to the kind of conflict shown and to how it is solved or not solved.

4. You are working for a newspaper. You have to interview your parents and write a short article. What is their favorite TV show? Why? What kind of conflicts happen? Would they watch something else if a lot of people got hurt in their favorite show?
5. "To Tell The Truth" was the name of a television show. In real life it is often hard to tell the truth. List as many reasons as you can why it is hard to tell the truth. Make a list of reasons why you should tell the truth. Share your list with other members of your class. Compare your lists. Do people on television programs have the same reasons as the class listed?

6. FOLLOW THE HEROES

Heroes are people we look up to. Some of the heroes we see on television are superheroes. Superheroes do the most fantastic and unbelievable things.

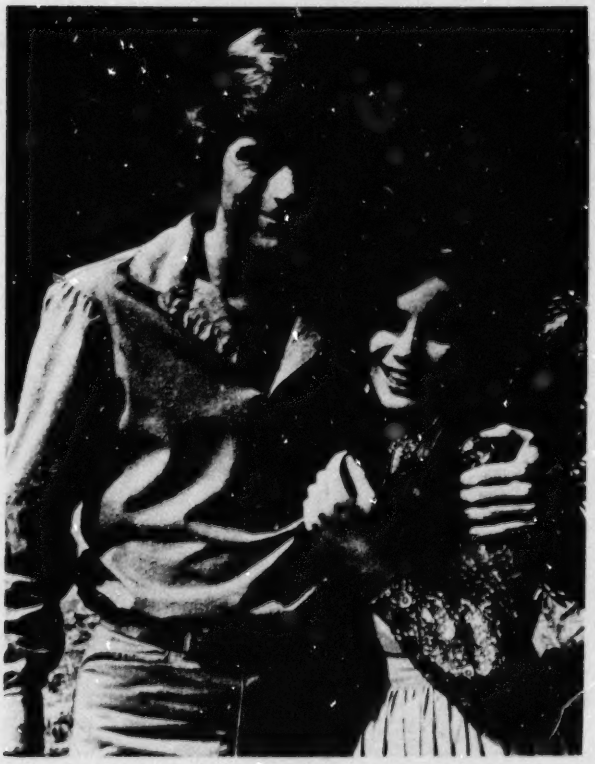
Superhero rides in a car and jumps over the river with the car. He catches the crooks as they escape from the burning building. He turns them over to the police. He is in a hurry. He has to save a busload of people as the bus races down the mountainside. He gets there just in time to stop the bus before it goes over the cliff. All the people thank him. Then superhero goes to the tough job of saving the people on the sinking boat.

Our life is not like superhero's. We are human. It is not important that we do fantastic things and always win. What is important for

us about heroes are their personal qualities. We want to be like heroes because of their goodness, their honesty, their love and their care for other people. They are models of how men and women could act.

For example, Charlie Brown makes us happy. The people on "Hart to Hart" try to help others and overcome the bad people. "Little House on the Prairie" tries to show us how to work with others. A good hero should teach us how to better live with other people. A good hero should encourage us to be the best person we can be.

Unfortunately, some of the heroes use a lot of force and violence. It adds to the action. But other people get hurt. Cars and other things are destroyed. "CHiPs" and "Magnum P.I." and "The A Team" would be examples of violent shows.



Dean Butler and Melissa Gilbert model young people's values on "Little House on the Prairie."

Identify your favorite heroes:

Wonder Woman Mother Teresa Your father St. Francis Smurfs Dr. Who

Miss Piggy St. Joseph Zacheus George and Louise Jefferson Your mother

Jesus Superman Bo & Luke Duke Popeye The Fonz Joan of Arc

Elizabeth Ann Seton St. Peter Charlie Brown Waltons Mr. T

Little House on the Prairie (Laura, Nell) Magnum P.I. Mary the Mother of Jesus Kermit the Frog

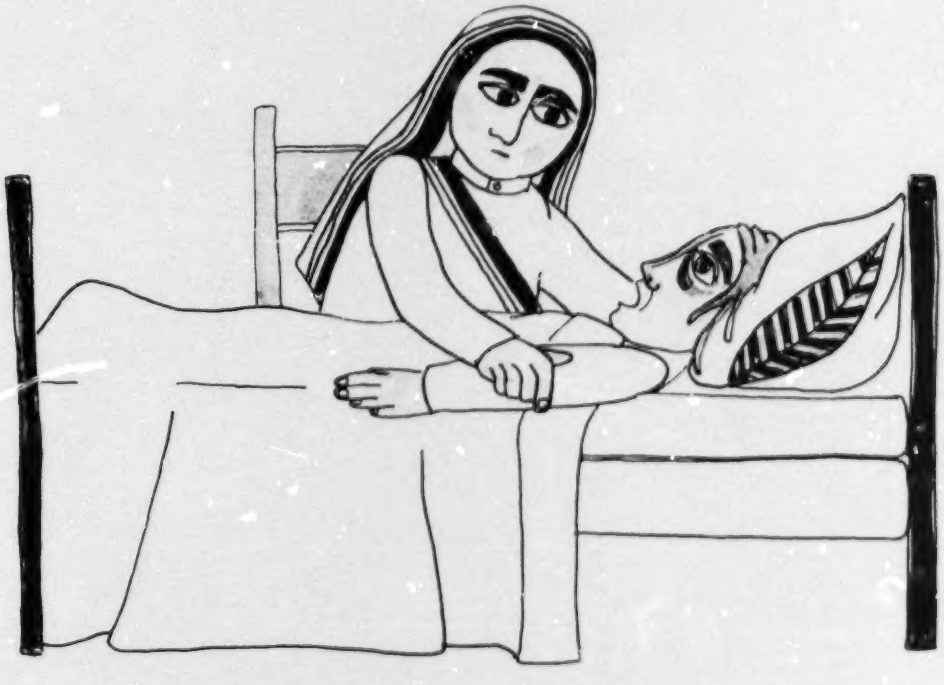
James Bond Thundarr the Barbarian A sports hero An older brother or sister

1. _____ 3. _____

2. _____ 4. _____

My superhero is: _____

This hero is:
____ Strong
____ Funny
____ Uses violence to get the job done
____ Hurts people and is not sorry
____ Looks out for others
____ Is liked by everyone
____ Does great things every week

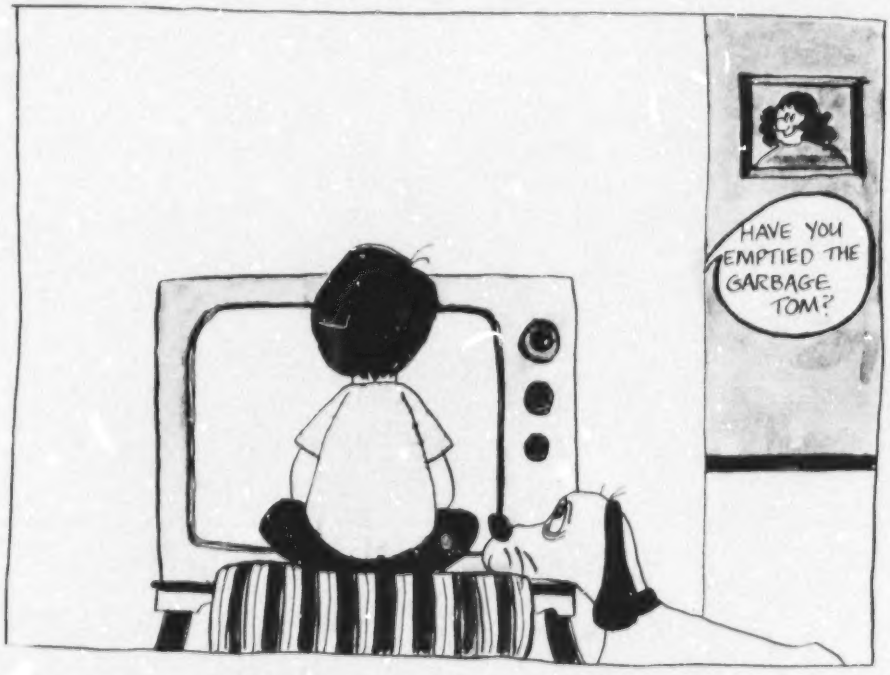


Questions

1. Who is your favorite hero and why? Does your hero use violence to be strong? Can you share some other qualities that your hero has? (Honesty, forgiveness, peacemaker, etc.)
2. If you were making a TV show about Jesus and his friends, what stories would you use? How would you act them out?
3. Do you and your parents have the same TV heroes? Why or why not?
4. If you were a superhero what would you be like?
5. Do you have any heroes in your family, school or community? How do these heroes model a Christian way of living?

Activities

1. List your five favorite cartoon heroes. Compare your list with the lists of the other students. Which cartoon heroes are most popular? Why?
2. Are there many kids your age on TV? List them and tell what they do in their shows. Are they good examples for you?
3. Make a class bulletin board. Show as many heroes as you can. Show heroes of history, of past television times and as many current heroes as you can. Perhaps you can write a short explanation of why this person is or was a hero. Ask your parents and teacher for other ideas too.
4. If you could be any TV star or sports star, which one would it be? Why? Draw action pictures of this celebrity.



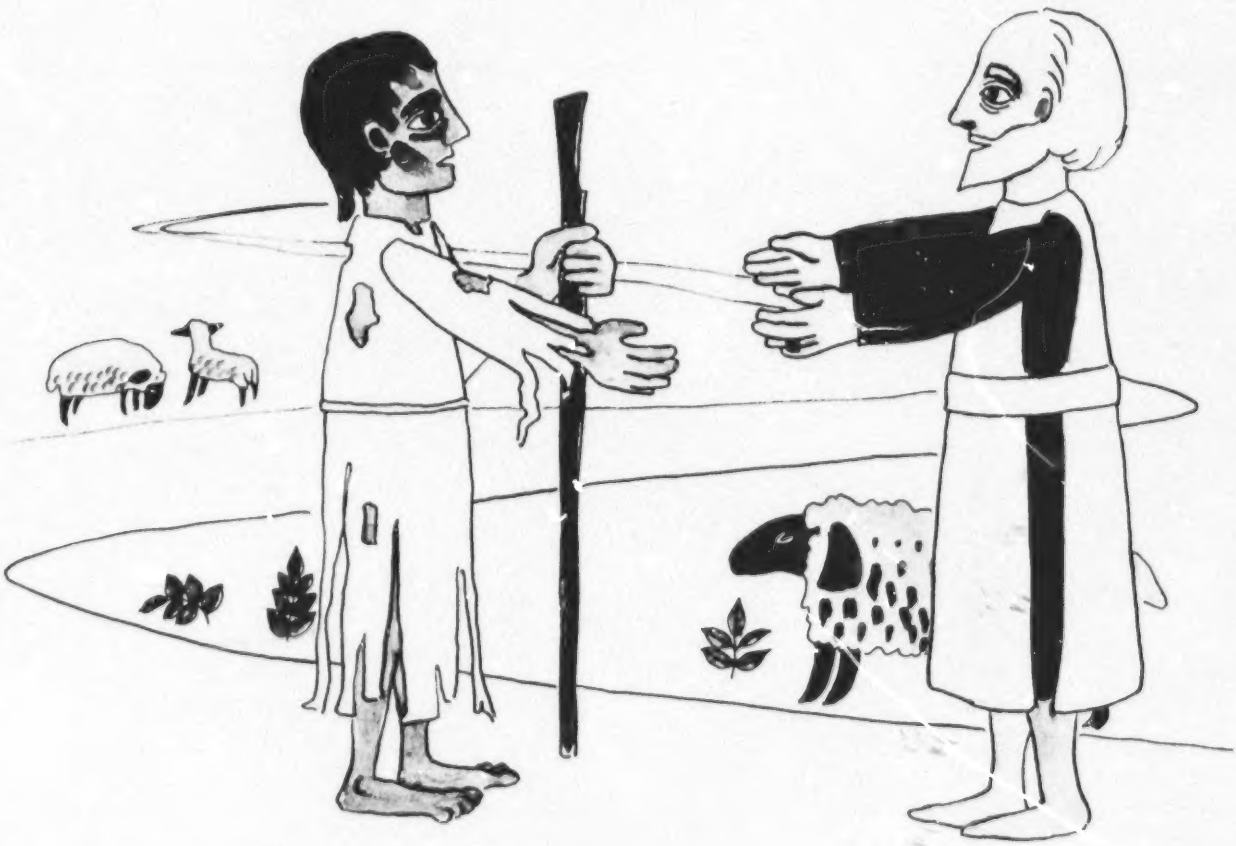
7. GETTING ALONG WITH OTHERS

Relationships is an important word. It tells us that other people are important. We must learn to get along with them. There are many people we have relationships with—our mom and dad, our brothers, sisters and the kids in our class—these are just some of the people who are part of our lives.

Jesus told several stories about relationships. The prodigal son is the best known. The son was selfish. He left his family. He broke or hurt his relationship with them. He went to a foreign land. He wasted all of his father's money. He was hungry and even ate the food given to pigs. After a time, he realized how important his family was to him. He came home to renew that relationship. He said he was sorry, and his father forgave him. His father invited others to a party to celebrate his return.

Many of our television heroes work and play with other people. They have to learn to get along with others. If they are selfish, others don't like it. If they are mean, someone may be hurt. Sometimes this relationship adds conflict and action to the story. We can all think of times when we were selfish, mean or angry with others. This hurts our relationship with them. If we change our actions, we improve our relationship.

Good relationships are important because we need others in our lives. We must live with others in love, peace and justice, and forgiveness. Jesus taught us to do this. Do the relationships we see on TV teach us this?

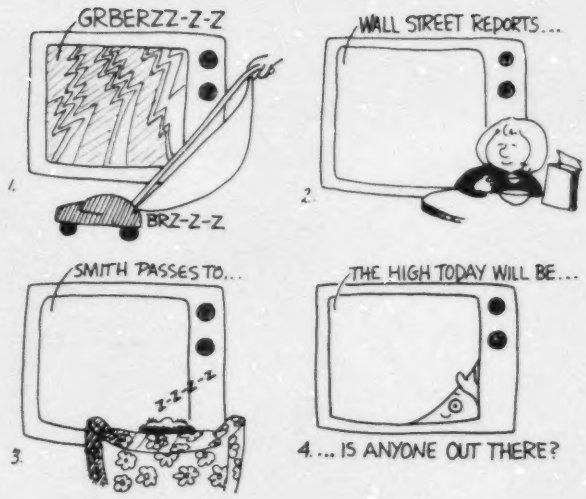


Questions

1. Who are some of the people in your life who are part of your relationships?
2. There are many ways we relate to people. One way is how we treat them (kind, rough, tough). Another way is who we are for them (for example, friend, sister, brother, student).
3. Pick a regular television show. Explain how the characters are important to one another and describe the relationships that they have—thoughtful and kind, rough and tough.
4. What was Jesus' relationship to each of the following: Mary, Joseph, Peter, Lazarus, John the Baptist, Zacheus, Mary Magdalene, Martha, Peter's mother-in-law, James and John.
5. What are some TV shows that tell us about families and family life? Do they give us an accurate picture of the way family members relate to each other? What do they leave out?
6. What TV character has it all together in the way he or she gets along with others? What are the good qualities of this person?
7. What kinds of relationship do you see among the characters in your favorite cartoon show? Are they rough and tough, thoughtful and kind, etc.?
8. How does TV affect your relationships at school, home, in sports?

Activities

1. Draw a picture of your family. List two things that you like about each person. Draw a picture of your family gathered at supper. Whom do you sit next to? Is there a special friend you would like to invite to your family supper?
2. List all the people who helped you in a week. These people have a special relationship to you. They help you grow in some way.
3. Wherever we live in the world we are in relationship to God, people and all creation. List four things in God's creation that you appreciate. Ask your parents what things they could list.
4. Create a class play which shows the relationships of the people in the play to one another.
5. Select a story in your reading book. Discuss the people in this story and their relationship to each other. Compare this story to the relationships of people on a television show. How do both of these compare to normal life?
6. Complete the following grid. Select one television show and use the characters from that show. Show how each character relates to the other characters. Who are they for the other characters (friends, etc.) and what do they do for this character (help, love, encourage)?

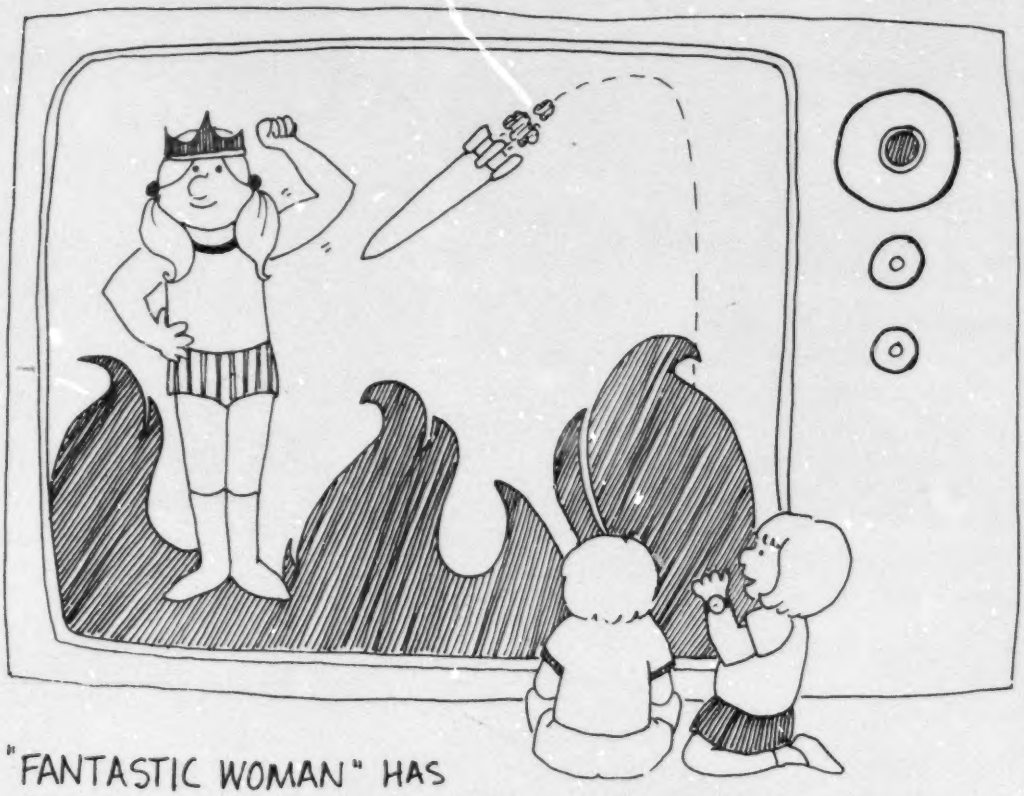


Place the name of each character on the lines below.

	A ___(Pa)___	B ___(Laura)___	C _____	D _____	E _____
A ___(Pa)___		(father) (encourage)			
B ___(Laura)___	(daughter) (obedient)				
C _____					
D _____					
E _____					

List 3-5 main characters in the column at the left. Also list the same names across the top of the grid. Fill in the boxes with words showing the relationships of the character to one another (who they are—friend, mother, enemy, helper, partner, etc., and what do they do—help, love, encourage, etc.).

8. TO BE CONTINUED . . . MAYBE



"FANTASTIC WOMAN" HAS ONE MINUTE TO PUT OUT THE FIRE, PUT THE ROCKET BACK IN ORBIT AND GET HOME IN TIME TO MAKE LUNCH FOR HER CHILDREN. CAN SHE DO IT?

Many of the problems that we have can be solved in different ways. Many of the problems that our television heroes get into have different solutions. The Smurfs would find one solution. Bo and Luke Duke would probably jump in a car and drive as their solution.

Jesus faced many problems in his life. Once he was talking to a very large crowd. They did not eat for three days. They were very, very hungry. Jesus' problem was how to feed them. Pick the solution you think Jesus used:

1. He could send all the people home. They had food at home.
2. He could gather the food they had, bless it, and share it with everyone. (Mt. 15:32-38)

On television there are many ways to solve problems. Sometimes the best way to end a story is a quick solution. But in our life that is not always easy. We have to work hard to solve a problem. This takes a lot of time.

Questions

1. Think of a television show that you watched recently. Did it have a "happy" ending? Do you like "happy" ending shows best? Why do so many television shows have happy endings?
2. Some shows have an "open" ending. In an "open" ended show you have to decide what you think happened to the characters. The writers of the program have shown you how these characters usually act and what the events are in their lives, and they lead you to a conclusion of what will probably happen. Do you like this type of ending? Why or why not?
3. Have you ever watched a show and realized that the show is designed to make you feel for one character more than for the other character? Can you name some television characters in which you feel for them? Or you want them to win or come out on top? Are there some characters that you expect to lose the fight or to get caught?
4. Are the solutions to problems shown on television the way they actually happen in real life? Can you think of some problems that don't have quick or easy solutions?
5. How do you feel when a show ends and it says "to be continued?"
6. What is the most difficult problem the class (or your family) has dealt with this year? Did others help you work out the solution? How long did it take?
7. Discuss whether or not people sometimes think that they can solve a problem as fast as it would be solved on television. How does this affect their life?

Activities

1. Make a collage showing problems people face in everyday life. (Getting food to eat; clothes to wear; traveling to school, work, sickness, etc.) Discuss whether these problems can be solved as fast as they are solved on television.
2. Fold a sheet of paper in half. On one half draw a picture of a problem that you have in your life today. On the other half write a few sentences about how you think this problem will be solved. Time yourself as you do this activity. Did it take you as long as it takes to show a whole problem and solution on television? (22 minutes)
3. As a class decide upon one problem that your school or class faces. List as many possible solutions to this problem as you can. Create a TV program using one or more of these solutions.
4. The "Fantastic Woman" cartoon calls for a quick solution. Create your own ending to the "Fantastic Woman" cartoon.

9. TAMING THE TV TUBE

Mr. Danielson, the principal, came to visit the fourth-grade class. He was going to talk to the parents about television watching. He wanted to know what the kids watch. He was also interested in how much time they spend watching television.

Billy said, "I spent four hours watching television. But I cannot remember what happened in any of the shows."

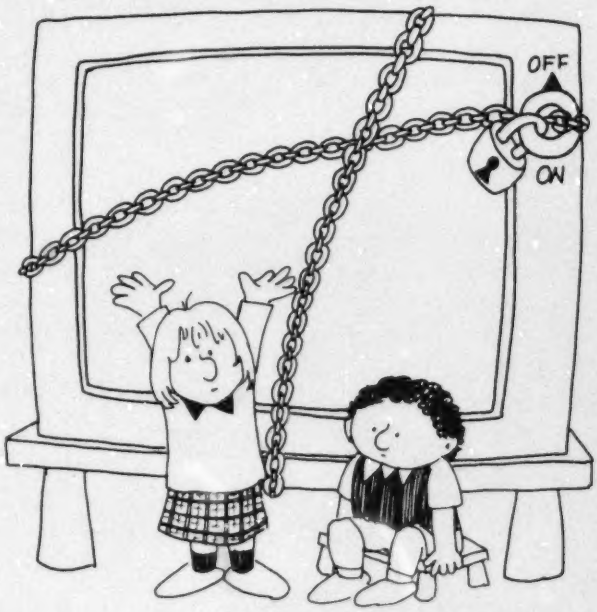
Sarah said, "'Different Strokes' was on last night."

Others talked about their favorite shows. Tom watched "The Jeffersons" and "Scooby Doo." Sharon and Tina ate together and watched the news.

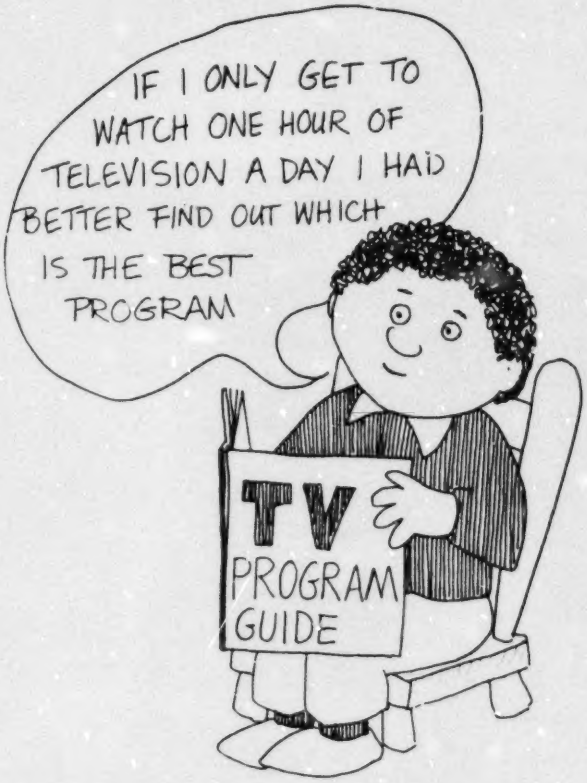
Mr. Danielson thanked the class for their help. He said it helped him prepare the talk for their parents.

What would you tell Mr. Danielson?

List as many other activities that you could do as an alternative to watching TV as you can. (Play football, baseball, sew, read a book, etc.) Compile a class list. Choose the activities that you would like to do and find a friend who has similar activities. Plan a time that you can do one of these activities together.



WHAT'S THERE TO DO NOW?



Questions

1. Are you more interested or less interested in watching TV as a result of this course on television? Why?
2. Cable television is being installed in your neighborhood and you have a chance to subscribe to 15 new channels for a monthly fee of $15. What would you be willing to give up so that your family could afford to order this?
3. What kinds of information do you have at home and in your classroom that can help you to make wise TV viewing choices? How can your parents be of assistance to you in making good decisions?
4. What other activities would be good for you to do besides watching TV after school? In the evening? Saturday morning?
5. Which shows would you choose for your little brother or sister to watch?
6. What was the main thing that you learned in this course about TV? How is this important to you?

Activities

1. Refer back to the list of shows that you recorded in the first lesson. Do you now think that they were worth the time you spent watching them? List yes or no by each show.
2. Take the TV guide listings for this week. Select the shows that you think are most interesting for you and will be the best use of your time.
3. Talk over with your family the amount of time that you have spent watching TV and decide which programs you want to continue watching. What other activities do you all feel would be a better use of your time?
4. Prepare a talk that you would give to parents about watching TV. What would you tell them?

Student evaluation

1. What did I learn about TV?
2. What was your favorite show? Did it change after this course?
3. Do you look at commercials in a new way? How do you see them now?
4. Have you started to look at the credits at the end of a show?
5. Name a conflict in your life. List three ways of handling it.
6. What did you learn about heroes/models? Was it interesting?
7. Did you learn other things you can do with your friends? List three of them.
8. Can you solve your problems as quickly as the TV shows? Explain the difference between a peaceful solution to a problem in your life and a violent solution.
9. Will you watch more or less TV now?

MEDIA MIRROR AWARD

Presented to

_____

By _____
TEACHER'S NAME

FOR:

- ☐ Creative commercials
- ☐ Best acting in a skit
- ☐ Best written T.V. script
- ☐ Reporting on a new show
- ☐ Establishing better relationships with:
  - ☐ Family
  - ☐ Friends
  - ☐ God's creation
- ☐ Interviewing parents and others about what they watch
- ☐ Being a superhero and selecting only good programs to watch
- ☐ Finding creative things to do besides watching T.V.

On _____ *At* _____
DATE PLACE

MEDIA MIRROR GAME WHEEL

Materials: tagboard
scissors
rubber cement
brass fastener

Directions: Cut out the larger circle. Then cut out the inner circle. Glue both circles onto separate pieces of tagboard. Center the smaller circle on top of the larger circle and attach with the brass fastener.

Spin the inner circle and tell or write a story that fits with the title you have just selected.